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ABSTRACT

This document addresses an educational system that is failing Native American children. Despite the trappings of equality, the system is failing to teach Native American children the essential skills of reading, writing, math, and thinking. The mission in Indian education is to enable each child to reach full potential in spirit, mind, and body by providing essential skills and ensuring that all students achieve or surpass national norms and standards. Fifteen steps are outlined that are necessary to achieve this mission. The first step is to meet students' basic needs, including cleanliness and hunger. Second, physical fitness should be emphasized by establishing programs such as 50 Mile Clubs. Third and fourth, accountability of school boards must increase, and racism must end. Fifth, school leadership must be improved. Suggested techniques include showing inspirational movies at schools and holding rallies with students. The sixth step would be to change the elementary system so that the same teacher teaches the same children from kindergarten through third grade. Seventh, students should be taught metacognitive strategies such as how to manage time and how to study. Classroom instruction should also be improved. Eighth and ninth steps involve connecting the classroom to the real world and improving reading skills. Steps 10 and 11 would improve special education services and use technology wisely. Step 12 calls for ending corporal punishment and reporting child abuse. Thirteenth, staff housing should no longer be segregated, but integrated into the community at large. As a 14th step, every school district serving Native American students must establish a private nonprofit educational foundation so that private moneys can be raised to counter cuts in Indian education funding. The 15th step in educational reform is to practice accountability in time and finances. (CDS)

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The Emancipation Proclamation for Indian Education: A Passion for Excellence and Justice

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Holocaust of the Mind, Genocide of the Human Spirit

In 1955, a black housekeeper named Rosa Parks, weary after a long day as a housekeeper, refused to give up her seat to a white person. From this simple stand for human dignity, the Montgomery Bus Boycott and the entire civil rights movement in America was started. In 1963, during the March on Washington, Dr. Martin Luther King talked about reaching the mountaintop of human equality and human dignity. The mountaintop of Dr. King, while realized in fits and starts for other minorities, is simply a mirage to Native Americans. Few Native Americans have ever had the opportunity to see even that mirage. The mountaintop of equal opportunity can never be realized if our students never receive an equal educational opportunity.

Fifty years ago in Nazi Germany, other important minorities entered concentration camps and gas chambers, never coming out again. Today, in America, Native American students enter public schools, with a sense of hope, adventure, and excitement, and exit twelve long years later as second class citizens, brain dead, unable to compete or cope, lacking job training or skills, unsuitable for higher education, leading lives of hopelessness, alienation, joblessness, homelessness, and despair.

There is a crisis in Indian Country today. Throughout Native America there is a crisis as great as the genocide and repression that took place in other times, in places such as Massacre Cave, Bear Creek, or at Wounded Knee, among so many others. The crisis in Indian Country today is that the educational system pledged by treaty with sovereign Indian Nations is itself perpetuating a permanent second class citizen, the educational system is doing this by creating a holocaust of the mind and a genocide of the human spirit. Our children are leaving our schools with their **minds empty** and their **spirits broken.**

The educational crisis in Native America is worst today because the trappings of equality are there: The legal right to equal educational opportunity, adequate buildings in most, but not all, school districts, sufficient books, credentialed teachers, and other trappings of the educational system. The inability to teach our students the essential skills, the failure to teach each student the way each student learns, colonial and racist policies that allow direct service administrators to live outside the communities they serve- thus severely limiting their accountability, the apathy of parents about the quality of education that their children receive, a blind acceptance that this huge and lumbering educational system is the best we can do and that we need to be satisfied with what we have, the lack of nurturing of our teachers so that their "cause" has become a job and their vision to change the world into a better place has become simply an attempt to survive, the lack of leadership and the inexperience of principals so that children, parents, and teachers, are left out, put down, dispirited, destroyed, and worst of all accepting all of this as an inevitable conclusion.

Our children are being treated as second class citizens because while they have the right to equal educational opportunity under the law, **the educational delivery system is failing to teach them the essential skills of reading, writing, math, and thinking**. Our cause is about justice for every child in America, regardless of the color of their skin or their cultural background, or their sex, or their disability. **True justice in America needs to come from providing an essential education to our children**. Only through education will our children have an **equal economic opportunity** in our society.

Anyone who works with Native American children knows the high level of intelligence that our children have. Yet, year after year, our children do not learn how to read, write, or do math at grade level. Year after year, our children score lower than the rest of the country on nationally normed tests (tests on which their parents did much better, so let us ignore those

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who say the tests are culturally biased). Year after year, our children graduate from high school without the basic skills they need to obtain employment in our society. Our children often languish for years after high school, not finding a meaningful job or career and not furthering their education, losing their sense of purpose and self-esteem, becoming members of a lost generation.

Our Native American children represent the best and the brightest of America. They have skills across the spectrum: Artistical, musical, creative thinking, athletic, mechanical arts, and academics. Yet our children fail to keep up in school, falling behind other students in the country, dropping out in higher rates than others, with few advancing to postsecondary training, lost to poverty, drugs, alienation, delinquency, and despair. Our children are torn between the rich culture of their heritage and the culture based on economics of the rest of society. Native American children are daily imitating the gang cultures of another minority, ignoring the culture of The People. They ignore their own culture because they do not know it. They do not know it because schools and parents have failed to teach it. We cannot afford to lose a single Native American student. We need every child to become productive members of the greater society and the tribal community.

We have seen the hurt in the faces of our children and wiped their tears when the ugly face of prejudice showed itself. We have seen those evil looks that kill the spirits of our children at stores and swimming pools and shopping malls, looks that devalue our children and damage their self-esteem. We have seen our student's bodies pulled from alcohol-related auto accidents. We have seen them frozen outdoors after using drugs or alcohol. We have seen their bodies after they given up all hope and ended their own lives. We have comforted their fathers, mothers, brothers, and sisters. We have thrown dirt on the coffins of our youth and we have wept tears that never stop. We will cry no more. We cannot afford to lose even a single Native American youth.

Our Native American educational system is in a deep crisis. A crisis so severe that failure to resolve these issues today, may well lead to the termination of Native America tomorrow- for the path to self-destruction is wide and is well traveled. We will not accept the destruction of Native American cultures or Native American children by the massive failure of our educational systems to properly educate. We will not accept the present conditions effecting our children. We are determined to make the needed changes to ensure that each child receives an adequate education that prepares him/her for further education or a job-which has always been the promise of an American education. We will ensure that each child will read, write, do math, and reason at grade level- right from the beginning of their school years. **We will not be stopped.**

The Mission

Indian Education in America can go where it has never gone before: Into a time when every Native American child can read, write, and do math, as well as, or better, than any other child in America. Whether the child's address is Lake Forrest, Illinois, Laguna Beach or Beverly Hills, California, or Newcomb, New Mexico or Kyle, South Dakota, the key to America's future lies in providing an essential education to every child.

The essential mission in Indian Education is to enable each child to reach his/her full potential in spirit, mind, and body, by providing each child with essential skills in reading, writing, math, and thinking, assuring that they achieve at or surpassing the national norms and standards, by providing a bridge between the culture of The People and the culture of the larger society, by motivating, coaching, and inspiring our children to be morally, physically, and mentally fit, by instilling the values of hard work, the determination to succeed, a strong immunity to failure, and focusing totally on the task ahead, by providing our children with enthusiasm, energy, commitment, and passion for learning and achieving success, by teaching every child the way that each child learns, by creating the necessary connections between the world of the classroom and the real world and the real world of work, and by providing our students with the technological skills necessary to survival in the 21st Century.

We can and we will provide Native American children with a world class educational environment. A world class educational environment has outstanding educational leaders, dedicated and fully credentialed teachers, an outstanding curriculum that stresses high academic achievement with high expectations for student success,

a faculty that is constantly dissatisfied with their instructional strategies, are always learning, and constantly striving to meet each child's needs, **a system where the largest amount of teacher's time is spent on instruction and the largest amount of the student's time is spent on learning**, where time on and dedication **to task** is the focal point, where students and teachers are safe, and where students interact with each other and with the local community. A world class school system provides students with the finest facilities, libraries, technological equipment, and sports facilities. Bricks and mortar are not everything, yet our children must learn under acceptable conditions.

We become a world class community in stages. In the first stage, we change the signs on our schools to read: **Our School, Striving to be A World Class Educational Community.** Immediately, students, parents, faculty, and administrators will stand a little taller, their backs will be a little straighter, and the mental quantum leap into school improvement will begin. The next stage, a few years and a lot of work later, will have the slogan: **Our School, Becoming a World Class Educational Community**. The final stage will have the slogan changed to: **Our School: A World Class Educational Community**.

The Golden Rule: Treating People Fairly - A Passion for Justice

The most important and critical ingredient for effective schools is treating all people fairly. This Emancipation Proclamation keeps this rule in mind. The strong leader knows that treating staff, parents, and students fairly is the most critical aspect of leadership. treating people fairly so that each person feels he/she has an equal opportunity with everyone else. Treating people fairly so that no cliques are built to cut staff and children out. but that circles are built to take all staff and children into **the school family**. Treating people fairly and valuing them as individuals is the hallmark of leadership. Treating people fairly means that all staff members are respected and have an equal voice with all other staff members. It means that all voices are heard: parents, students, teachers, other staff, administrators. Treating children fairly is critical to the success of the school. Children know in their hearts when something is unfair, when they are being treated with prejudice. Each child should receive **unconditional love, be valued, and be honored as our future**. A strong leader is known for his fairness in dealing with others, particularly in the manner in which he treats children. It is unfair to teach children in ways in which they do not learn nor retain information.

Golden Rule II: Passion in All Things Great and Small

Each school has its own organizational climate. You can feel it when you walk into the building. Here is a place where something truly exciting is happening. Or here is a place where school is boring and nothing is happening. Schools take their organizational climate from their **leaders** and teachers. School leaders and teachers need to have high energy levels, contagious enthusiasm for teaching and working with students, a passion for all things great and small. This passion transmits itself to the students who then become enthused and involved in the school and in their own learning. A passion for excellence, for perseverance, for playing hard, working hard, excelling beyond all expectations-these are the hallmarks of schools that work and in which students thrive and learn. Passion and enthusiasm feed on themselves and become self-perpetuating. All too often in Indian Education, students **say that school is boring**. **This cannot stand**. Teaching students with passion and enthusiasm, teaching them in the way they learn, can make them passionate and active learners and lovers of school and education. **It can be no other way.**

The First Step: Meeting Students Basic Needs

According to Maslov's hierarchy of needs, humankind can not reach the higher mental stages of human growth until the basic human needs are met. Our children will not learn in school if their basic needs are not being met. In many parts of Indian Country, where we have a multitude of homes without running water or indoor plumbing, our schools should provide **daily showers** for students who bring their own soap and towels from home. In most rural schools in Gallup-McKinley County, New Mexico, this has been a positive and long time practice. This needs to done everywhere students have the need. Children should not be treated differently because of their inability to stay clean.

Clean and decent clothing are important in treating all children equally. Our gyms usually have washers and dryers for sports team uniforms. These machines need to be utilized as needed for those students who cannot get their clothes clean. It is important that children come to school with clean clothes and clean themselves. All children deserve to be treated fairly and it is the schools' responsibility to make sure that this happens. Our schools need to gather decent clothing and jackets so that all children are in clothes that are minimally comparable to all other children. Our children need shoes and boots that will keep their feet warm and dry.

Many of our children cannot afford decent haircuts. Schools can work out discount deals with local barbers who can cut the students hair for a low price. The sense of pride and dignity that students get when they are clean, with clean clothes, and decent haircuts more than make up for any minor costs involved. The key issue always is treating students fairly. All school teachers know that students are not often treated fairly because of these issues.

Some of our children come to school **hungry**, particularly towards the end of the month when the food and the money run out.. Our students need to eat breakfast and lunch at school. They need to eat hearty portions. **The size of the federal food service portions served at schools has remained the same over many years. The size of our children has gotten bigger and bigger, yet we feed them portion sizes that were designed for smaller children**. Our children should receive enough to eat at breakfast to keep them energetic and alert throughout the morning. If it is necessary to provide **a mid-morning snack** to do this, then schools need to do it. Our children should receive enough food at lunch to assure that they are energetic and alert throughout the afternoon. If it is necessary to provide **a midafternoon snack** to assure this alertness, then schools need to provide it. Each classroom can have a jar of peanut butter and a loaf of bread to meet students hunger needs throughout the day. **If we don't do this, students cannot and will not learn**. Anyone who has ever been hungry understands the importance of food and nutrition to students.

Food is not the only issue. The type of food served is also important. Heavy foods that put students and staff to sleep should never ever be served in our schools. Our children need lean meats, low fat foods, and plenty of grains and vegetables. Our children need a hearty wakeup breakfast and a nutritious lunch with all of the daily requirements being met. Food and good nutrition must be present if students are to learn.

Finally, the schools need to restore dignity to their students. Many schools have removed the doors to toilet stalls in the schools. They say they are doing it to prevent vandalism or to assure that students are not doing drugs or other activities in the stalls. What they are doing is stripping our children of their human dignity and creating a nation of young people who go through the school day in terrible states of constipation. Schools need to preserve the dignity of their students and to treat their students with respect. It would be unthinkable to remove the doors from the faculty toilet stalls. It is equally unthinkable to remove the doors from students. A constipated student is not mentally alert.

The Second Step: Physical Fitness

Native American students are generally in poor physical condition. This poor conditioning effects the classroom performance of our children. Children in good condition can handle the academic demands made on them. The major goal in Indian Country is to have every child pass every school year the minimum standards established by the President's Council on Physical Fitness. Our administrators, teachers, and other staff also need to maintain a high level of fitness. Anyone who works with young people needs to be able to keep up with them. Schools have the responsibility to encourage our staffs to **get in shape and stay in shape**.

Even if schools have to extend the school day, physical fitness should be part of the school's organizational climate. Ideally the principal and teachers should lead the students in daily exercises and aerobic activities. Running has always been an important part of Native American heritage. Schools can establish a running program in which staff and students run before school starts. Schools can create **50 Mile Clubs** and encourage students and staff to run a mile every day before school. Running together will create a bonding effect on staff and students. They will become part of the same team- creating a school family much quicker than other methods. T-shirts can be given out at each 50

mile interval. The first would say the 50 Mile Club, the next, the 100 Mile Club. Schools with swimming pools should utilize them daily with the staff and students- before school starts, **even if the school day must be extended**. This physical activity will produce a high level of physical fitness, improve the cardiovascular health of staff and students, **will reduce student behavior problems to a significant degree by allowing children to burn off their excess energy**, and will enable students to focus and concentrate on academics for the rest of the day. Without physical fitness, there will be no mental fitness: they go hand in hand. All staff participating in fitness activities should get a doctor's release to do so. We can't afford to lose a single staff member either.

The Third Step: Increasing Accountability

School Boards

School Board members across Indian Country need to change their hiring practices. They need to start hiring educational professionals who are **leaders, not just managers**. They need to **change** the superintendents and principals from staff who tell them what they **want** to hear to staff members who tell them what they **need** to hear. School board members who really care about children need to expect results from their staff. **No results and no renewals**. Period. It's that simple. School Board members need to make policy and stay out of day-to-day operations.

School board members need to look at how the administrators are selected in their school districts. Do you have to be a good company man to be a principal? There is no leadership here. Is the superintendent personally able to inspire the school board, the parents, the staff, and the community? If not, there is no leadership here. A school board should look beyond the superintendent and his/her qualifications to his/her ideas, enthusiasm, sense of mission, ability to motivate, and ability to inspire, nurture, and enthuse all the parties in the district. Ultimately, the final success or failure of our schools is in the hands of our school boards.

Administrators

The next step towards achieving equal educational opportunity for Native American students is to require those administrators in direct student services to live and participate in the communities they serve. **Accountability is the key to improving the educational system**. Administrators who daily make critical decisions about the lives of students: the principals, directors of special service programs like special education and Title I, assistant superintendents for curriculum, and the superintendents must live in the local communities. It is only through daily interaction with The People that administrators can grow, can begin to understand the culture, can interact personally with those whose lives they impact. It is no longer acceptable for direct service administrators to live in Rapid City, Farmington, Cortez, Pagosa Springs, Tucson, or any of the numerous towns near the reservations. Equal educational opportunity and our commitment to it does not take place during an eight hour day, but it's something we must work for 24 hours per day, seven days per week. There is a much greater accountability if a parent can talk to administrators at the local stores, see them at community functions, and talk to them over the backyard fence. **Administrators are more conscientious about the decisions they make when they live in the local community**.

Any administrator who makes a decision about a Native American child should live among The People, learn their values, study their culture, break bread with them, become part of their families and clans, have them as friends, and participate fully in their communities. **Administrators should act as catalysts for economic and community development, fight injustice and racism, and provide leadership to the community**. The Supreme Court has held that school boards have the right to establish residency requirements for their staff.

Teachers

Teachers need to teach. They need to be supported by their principals. Teachers need to teach the way that each student learns. All over America, excellent teachers strive hard to deliver the best education they can. Teachers need to see dynamic leadership from their principals. They need to be nurtured, motivated, and inspired by the principal. They need to nurture, motivate, and inspire their students. Teachers need to make sure that students spend the full week on task, giving full instructional efforts to enhance student learning.

Teachers need to recommit themselves daily to **the great cause** they have chosen. They need to be held accountable for student learning. **Teachers are great, but they need leaders, not managers**. Teachers should also assign homework in every subject, every night. Not enough to be a torment, but enough so that students have a chance to review what they learned that day. Homework should always be used to reinforce student learning. In some schools, some teachers show movies on Friday. You can walk down the halls and see movies playing in 50 percent of the rooms. If five days of lessons were done in four days, this might be acceptable. Otherwise, 20 percent of the school year is going down the tubes. There is no justification for this and you can count on low student achievement rates in these schools. This is **a failure in leadership**.

Parents

All over Indian Country, parents need to play a pivotal role in school accountability. Parents need to read to their children every day. They need to buy them books, take them to libraries, and assist them in reading. Most of all, parents must turn off that true **Marx's "opium of the masses" - the television sets**. It would be a major educational revolution if every family would take their TV to the dump and dumps were piled high with televisions. At the very least, TV should be watched on a very limited basis by our children.

Students

Students need to be held accountable for their own learning. They need to see **their job for the next 12 years or so as being students**. They need to work hard at school, work hard at staying in good condition, work hard at shutting off the TV and spending time reading. Students need to make a genuine effort to learn. The school day really goes by much faster for students who pay attention and try to learn something. Students need to ask teachers questions and ask them to explain things in a way they understand. **Each student needs to find out how he/she learns and demand that the teacher teaches them the way they learn**.

The Fourth Step: An End to Racism

Racism is not just about Anglos and Native Americans. Anglos who work with Native American students must not be racists. The students and their families know instantly

what is in the hearts of their teachers. There is also a strong racism among the Native Amercans towards each other. This racism is equally harmful. It must be stopped. Our destiny as an educational system and the human race will be determined by our ability to recognize the value and worth of each one of us. Racism is fought with good communication, a sense of common purpose, by acting together for the collective good of all, by breaking bread together, and by truly seeking to understand and appreciate the diversity of each one of us. If there is to be a bias, let it be a positive bias towards each human being: That all of us are worthy of the basic human needs: To be safe from fear,

to have food, shelter, and a job, to have access to medical care, to provide for our children and our loved ones, to love and to be loved, to care for the elderly, the homeless, and the others in need. The color of our skin or the percentage of our blood should not be a consideration. **It is what is in our heart**.

The Fifth Step: Improving School Leadership

Leaders, Not Just Managers

Operating a school requires management skills. There are student records, scheduling, district paper work, state paper work, bookkeeping and accounting, registrations,

student safety, discipline, staffing and substitutes, maintenance, and many other demands made on school principals. **Yet management is only part of what a school leader does and it's only a small part. A critical problem with our school system is that school superintendents and school boards want managers and what they need are school leaders**. All school leaders have management skills, but many managers have no leadership skills. What we need to positively change the educational future of thousands of Native American students **are strong and experienced leaders**. Schools in Indian Country can not be the training grounds for inexperienced leaders on their way elsewhere. There is no place for rookie administrators in school systems where our children do not read, write, or do math anywhere near grade level.

The School Leader and Passion

A leader is a person of passion. A leader shows a passion for his staff and students,

for his parents, community, and school board. A leader demonstrates passion in nurturing staff and students to succeed, encouraging them, demonstrating a variety of instructional strategies, using motivational techniques that keep all on task and focused on learning, filling them with a great enthusiasm for the mission and purpose of the school, filling them with pride in their culture and heritage, being visible, open, honest, and providing a calm and steady presence for all. **A true leader uses the evaluation process to inspire, nurture, and strengthen staff members, not as a tool of repression and fear**. A true leader has a solid educational foundation, an understanding of special education and Title I programs, and is a lifelong student.

Ingredients of a School Leader

The school leader must have a strong sense of mission and a solid understanding of the strength of Native American culture. The leader must persist in working with those who refuse to change their teaching style to meet student needs, becoming an irresistible force by using humor, enthusiasm, energy, careful nurturing, treating teachers fairly, offering support, and using his/her magnetic and charismatic personality to persuade and convince teachers of the worthiness and value of teaching the way that each child learns. The leader has a smile on his face, knows each child's name, has a passion for people and children, gives personal attention to students and staff, is well-organized and knows how to manage time wisely, recognizes no clock in the pursuit of equal educational opportunity for Native American students, is dynamic, enthusiastic, physically fit, with an enthusiasm which never stops.

The School Leader as the Instructional Leader

A school leader is an instructional leader. First assuring that teachers and students have the books, computers, course materials, and other supplies needed to teach and learn and carry out the curriculum. A school leader then provides daily inspiration to teachers and students, motivating teachers to inspire and teach each child, nurturing teachers so that each day they look forward to coming to school with the same dedication, the same enthusiasm, and the same idealism that brought them into the field in the first place.

Ingredients of an Effective School

The school leader creates an effective school. The teachers, students, parents, and community believe in the mission of the school, believe in their common purpose, and work collectively to fulfill that purpose. The teachers enjoy each other's company and enjoy working together in an environment where they share in decision-making, are treated fairly and with respect, and where they are nurtured and supported in their teaching. **Teachers and administrators show personal interest in their students**. High expectations are established for all students. This is school where **unconditional love** for students in apparent in every classroom, office, and activity. This is a school where staff and students can voice their concerns, complaints, and criticisms openly without fear of retaliation. This is a school where students, parents, staff, teachers, and administrators all share in decision-making. **This is a school where everyone is on the team and no one is left on the bench**.

Building A Community of Learners

A major role of the school leader is to build a sense of community- to build a team.

Here are some ways to build a community of learners. A principal of a school starts the school year off with a family picnic day. The school provides the food. The students provide the entertainment. People get to know one another in a relaxing atmosphere before the school year is really underway.

Another technique is to host an overnight at the school gymnasium for parents and their children. Activities include movies and games in the gym, dancing, outdoor activities, outdoor sports, a cookout, relay races, and stories. People really bond well in the wee hours of the morning.

Another technique is to show an important movie every Monday for the first few weeks of school. These movies would start with **Dr. Martin Luther King: From Montgomery to Memphis, The Mission, Ghandi, One Voice, The Ghosts of Mississippi, Mississippi Burning, A Time To Kill, Geronimo, Dances With Wolves, Malcolm X, and Salt of the Earth**. These movies bring people of good will together, create

a sense of history and mission, show how adversity can be overcome, create a team atmosphere in the schools, and create a sense of destiny.

Finally, the school leader should hold a daily or weekly rally with students. Like a sports rally, the purpose is to ignite student enthusiasm for learning. The leader can give an inspirational message or ask selected staff, students, parents, or community leaders to do so. The rally places its emphasis on student achievement and recognizes student performance. Students start the day or the week with a high level of motivation. Speakers need to be exciting and motivating for this to work.

The Sixth Step: Key to a New World: Changing the System for Grades K-3

True educational reform can happen if the educational system was changed so that the **same teacher** taught the **same child** from grades K-3. As the students reach the end of the third grade, for every child at 75 percent or more of the national norms on the Iowa Test of Basic Skills or similar test, the teacher would receive a $3000 bonus per child in addition to his/her regular salary. For every child at 55-74 percent, the teacher would receive a $2000 bonus. For every child at 45-54 percent, the teacher would receive a $1000 bonus.

What would happen here? First, the best and the brightest teachers would soon make a beeline for K-3. Second, the intensive effort to reach or surpass the national norms would result in **teaching to prevent problems**, narrowing considerably the children who would be referred to special education services. Third, the long term relationships developed between the student and their teacher would act as an effective brake on special education referrals as the teacher would know how each child learns and would teach each child the way he/she learns. Fourth, the continuity of having the same teacher over these most critical years, would provide stability to our children and allow a more successful school initiation experience. Fifth, parents would be more likely participants in their child's educational efforts as they bond with and develop relationships with the teacher and other parents over a longer time period. Finally, the motivation to have each child perform at or above grade level will far surpass the present level in education.

K-3 are the years where a real difference can be made that positively affects the entire educational system. It is here where children spend time **learning to read**.

After the 3rd grade, the students are supposed to be **reading to learn**. This failure of the educational system to teach children to read in grades K-3 leads to lifelong educational problems that causes upper grade teachers to lower educational standards and teach to remediate problems rather than teaching grade level materials. It is no wonder that our children test below the national norms on a consistent basis: They have never caught up to grade level. Children's failure to read in K-3 destroys their self-image and their self-esteem. The largest part of the special education population is that elusive area called learning disabilities which requires a two year discrepancy between expectancy and achievement. This discrepancy often crops up in the third grade. **Things do not have to be this way. We can change this system.**

The Seventh Step: Teaching All Students Metacognitive Strategies

Only four percent of all Native American students will apply to college. Only one percent of those will ever graduate from college. Native American test scores on standardized tests are at the bottom of the national norms. Some area schools have test scores as low as seven percent of the national norms. Native American students have never been taught **how to learn** or **how to study** or **how to manage their time effectively**.. This is a national disgrace.

From the first days of school, children are taught and are expected to learn. How many years should this process have gone on before school leaders finally realize that students are not learning? How many children in special education would not be there if they were taught how to study and how to learn at an early age? Seldom, if ever, does anyone show or teach students how to be their own teachers. Teaching others as peer tutors and teaching oneself are instructional strategies that result in over ninety percent retention of information.

All students need to be taught **how to study**. Teachers send first graders home with spelling

lists and expect them to learn them. They must show students techniques that assist them in their learning. One technique is to train students to use the **"mind's eye."** First they look at the word or definition five times. Then they write the word or definition down five times. Now they close their eyes and see the word or definition in their "mind's eye" five times. Students could also just write the word down until they know it.

Rehearsal is a simple way to learn new things-yet students are not taught even this simple technique.

Teachers need to show students what to look for: How to pick up the essential information out of all that material they are going through, how teachers make up their tests and what they look for, how to make chapter outlines, how to concentrate on the words in bold print and in chapter headings and summaries, how to utilize the questions at the end of chapters to use as study guides, how to make easy mental calculations, and many other of the less subtle learning clues that enable students to aid in their own teaching.

Schools are there to teach. Until they teach students how to study and how to use metacognitive strategies, there is no point in any other teaching. It is wasting time and effort. By teaching students metacognitive techniques and learning strategies, teachers provide students an opportunity to increase their knowledge and learning, to reach mental levels not previously achieved, to make better use of their time and energy so that students study "smart" and not "hard," and to take responsibility for their own learning and education.

Techniques include the simplistic such as writing things down, learning to take good notes, paying attention to detail, rehearsal of information, making and using outlines,

making test questions out of chapter headings, and organizing information in simple ways, to the more complicated keyword method where students use one word with each letter representing a planet or an ocean or a continent, and other mnemonic strategies.

Students also need to be taught to use their books: Table of Contents (which provides a good chapter outline), the glossary, the index, the various learning tools in the books,

and to learn their books well before being taught anything in the books. In fact, the entire first two weeks of the school year should be devoted to teaching students how to study and how to learn while moving slowly through the regular lessons. All through the year, teachers should trade study hints and tips with students and test to see that they have absorbed this information.

Students need to be taught how to take tests. If all Native American students had some experience with the bubble type tests like Iowa Test of Basic Skills, they would have less difficulty when they take that test. From the first grade on, teachers can use bubble type tests on a regular basis. Teachers can show students how to fill in the bubbles correctly. Students can learn to eliminate the wrong answers and not jump to an incorrect conclusion before filling in a bubble. Students can be drilled like many suburban youth are to fill in any remaining bubbles by simply filling in one of each four bubbles on any unanswered questions, assuring that there are no unanswered questions. While this does not show real knowledge, the chances of the student getting the right answer are one out of four and should improve student test scores by 25 percent. There are many private companies out there teaching other students this exact technique to improve their test scores. These techniques need to be shared with Native American children. Test taking is a skill that needs to be taught.

Students need to learn how to manage their time effectively. From the earliest grades, students should be taught how to keep a schedule, how to plan, how to set priorities, how to shut off the television and read, and other important time management techniques.

The Seventh Step: Improving Classroom Instruction

Ask the typical Native American student what they learned in school today and they will inevitably say, **"nothing."** Ask the student how they feel about school and again and again, the word they will use is **"boring."** Parents might look at their children with disbelief at these words **but their performance on the nationally ranked tests seem to bear these truths out. They are really learning "nothing" and school is "boring."** The blame for this is not on the millions of hardworking and dedicated teachers who really try hard to teach students, but **on the**

lack of true educational leadership on the part of school administrators. Even so, we do not have to accept this state of affairs any longer. We can change things, and we will. We will not be stopped. Here's how.

The Greatest Show on Earth

Teachers need to put on the greatest show on earth for Native American students. They are only with the students a very short period of time and it should be **a thrilling, intense, exciting, and mentally stimulating experience**. Teachers should **use hands-on, real world related and school to work related ideas so that our children can make the connections between the world of the classroom and the real world in which they live**.

Our students hunger to see dynamic and exciting teaching, teaching that stimulates their minds and their imaginations, teaching that makes them want to return day after day, not with a sense of dread, but with a sense of adventure and excitement and enthusiasm, and with a thirst for knowledge. All teachers need to teach so that they receive that ultimate compliment from their students, **"You are in my dreams."**

Research shows that timeworn techniques such as the lecture method result in a **ten percent retention of information for the average student**. Yet a walk down the hallway in many of our schools will show teacher after teacher relying on this old standby. On the other hand, research shows that students who are involved in their own learning, students who have hands-on learning experiences, students exposed to multisensory educational practices, students who peer tutor or teach others- these students retain up to ninety percent of that class instruction. **The answer to our educational dilemma is here: Stop wasting time on techniques that result in low retention of information and start concentrating on practices that results in high retention of information**.

Teaching the Way Students Learn

Recently, at the Swim Center in Gallup, New Mexico, an eight year old Navajo boy, Leroy, asked the instructor to teach him the flip turn in freestyle swimming. A flip turn takes time and practice, is one of the more difficult aquatic skills in swimming to learn. The instructor demonstrated the flip turn and Leroy completed it perfectly on his first try.

A short while later, Leroy asked for diving instruction. The instructor demonstrated the dive, and again, Leroy performed perfectly. This young Navajo boy was truly gifted. Eight year olds with limited swim skills simply do not execute perfect flip turns and dives the first time. Inquiries were made about how this boy was doing in school. He was considered a trouble-maker and was failing. **Leroy learns by being shown things. In fact, the word teach in Navajo means "to show."** Teachers must teach the way students learn or our educational system is simply wasting their time and their lives- so that to these students they really are learning "nothing" and school really is "boring."

Teachers are truly dedicated to their students but most teachers teach in the way they were taught. **Most teachers today were educated in an America which had far less diversity and was far more homogeneous than it is today. Most teachers today come from cultures and backgrounds that are much different than that of their students**. Teachers have a tendency to teach in only one way, while their students learn in thirty different ways. Native American students need to be taught in the way they learn best, whatever this is. Teachers need to pass that critical information on to the next teacher so that vital information about the student's learning is not lost and that no time is lost as each teacher tries to figure out how each student learns. **Doing less violates our professional responsibilities and creates a continuing holocaust of the mind and genocide of the human spirit that keeps so many of our children down and which will destroy our Native American culture and people before the closing days of the 21st Century**.

Using a Variety of Instructional Techniques in Each Class

Effective schools are schools in which teachers are constantly dissatisfied with their classroom instructional techniques and are always looking for better ways to impart information to their students. Research supports the notion that some instructional strategies result in a high level of retention of information, while other techniques result in less retention. **The answer to effective instruction and improvement of our entire**

educational system is to use those techniques in which students will retain the highest degree of information for the amount of time on task, and disregarding those techniques which result in low retention of information per time on task.

High retention instructional strategies include: Hands-on learning, use of manipulatives, active learning, computer-assisted instruction, outdoor education instructional techniques, project method, real world applications, use of newspapers, read alouds, cooperative learning, peer tutoring, teaching others, games that teach while students play and learn, some video films, listening to the tape of the story while reading, model building, community learning, service learning projects, discussions, lessons that cover practical skills, lessons that directly impact students, lessons in which student's entire body is involved in learning, diaries, multisensory learning experiences, lessons that follow learning principals such as concrete learning for ages 6-12 and abstract learning for ages 13 and up(Piaget) and learning that provides immediate rewards and feedback (Skinner).Teachers should teach each student the way he/she learns best, while at the same time, offering different strategies in each class period to hold student interest and provide a variety of interesting and dynamic learning experiences.

The widespread use of the **lecture method** in secondary schools is inexcusable when this is the one method in which only **ten percent of the information is retained**. Other low retention methods include: Ditto sheets, lessons not grounded in the student's real world, lessons which violate basic learning principals, passive lessons in which the student is not involved, and poorly planned or organized lessons.

Utilizing the Local Community

In 1915, John Dewey noted that the school was separated from the community and the community was separated from the school. This is still true today.

To change our educational system requires the utilization of every person in the community to participate in improving our schools. Parents and community members, interns, student teachers, aides, Foster Grandparents, Elders, Americorps Volunteers, business and community leaders- all must participate as tutors, mentors, 1:1 reading assistants, club advisors, speakers, business partners, and other voluntary roles. Our classrooms need to be open to **positive and constructive** volunteers who can assist teachers in carrying out specialized assistance and in giving personal attention to students. The strong need is to provide 1:1 assistance with as many students as possible so that they can read, write, and do math at grade level. It is particularly important that these volunteers concentrate on grades K-3.

Teachers and students must utilize the local community in student learning, assisting students to make the connections between the world of the classroom to the real world. Students need to be involved in service learning projects, in building community parks or recreation areas, in planting flowers or gardens, in water and soil conservation, in using and conserving natural resources, in internships, in working with younger students, in assisting the elderly or disabled, and in improving the schools. Students can build housing for the homeless, provide clothing for the naked, food for the hungry, visits to the sick and elderly, and provide support to the widow and the orphan. Native American students can learn about their Native Arts, including painting, sand painting, medicine wheels, drums, leathercrafts, crafts, tracking, herbs and remedies, edible and nonedible plants and other important cultural information.

Students should not be in school just to take from it, but students should feel the responsibility to give something back to the school and the community from an early age.

To paraphrase President Kennedy, **"Ask not what your school and community can do for you, but what you can do for your school and community."** This engagement with the local community will stimulate positive relationships between the community and the school, stimulate student interest and initiative, result in a mutual interchange of ideas and skills, increase parent participation and community ownership of the schools, increase community support by enhancing volunteerism, and create a tidal wave of enthusiasm as the community feels their valuable skills and knowledge is being utilized by their children to make the world a better place to live, to grow, to develop, and to enhance the local condition of the community.

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Community utilization also includes the **use of outdoor education** to enhance student learning. Outdoor education is hands-on learning, which is exactly what our Native American children need to learn. Outdoor education utilizes the natural environment to teach basic curriculum studies History lessons may involve visiting a historic site, studying housing and hunting patterns, or listening to the Elders tell stories. Mathematics would utilize map and compass, building a walkway over a creek, or estimating the size of the tree you are cutting down so it does not land on your house. In science, students will learn about animals, tracks, geology, and finding their way with the stars to navigate.

Crafts may be traditional or nontraditional. In outdoor education activities, students are **active participants** in their learning. The difference is that students are learning in a way that is useful and practical, an essential element in the success of Native Americans to learn.

The geological framework of the many Reservations has a deep spiritual meaning for The People and it enhances the student's entire life and cultural tradition to learn about these features. Children who fail in regular education often readily succeed in the hands-on outdoor education learning program. It suits well the cultural traditions of Native Americans, enhances self-esteem and self-worth, and produces useful and practical skills for children.

End Segregation by Age: One Campus, Many Interactive Activities

Nearly 50 years after the Brown Decision that declared "separate but equal" illegal, our schools are segregated again. Our schools are segregated by an age factor into elementary, middle or junior high schools, and high schools. This segregation of students by age is harmful to our communities and to the development and growth of our children.

This segregation by age is for the benefit, not of the students we serve, but for administrators and teachers. It allows school districts to break down the age groups into areas of specialization for staff and allows poor administrative practices to thrive out of view of older siblings. **This segregation by age is wrong**. Our children need their bigger brothers and sisters. The little red school house offered limitless opportunities for leadership development for older students, provided a safety cushion for improper administrative and teacher behavior, allowed siblings to support each other in the daily life of the school, and made the schools more accountable to the community. We can and we must end this segregation of the schools.

The 9th grader who is thinking of dropping out can be assigned to help with a first or second grader having trouble reading, receiving an opportunity to make the difference in a child's life, moving away from the self-centeredness of one world and into the caring and compassion of another world, making a critical difference in two lives. Junior high and high school students can enhance their own reading, increase their self-esteem and improve their self-worth by acting as tutors or leaders for younger children. High school students can act as positive role models to elementary and junior high school students. **We can alter the way we operate and segregate our schools in many communities by simply viewing the separate schools as one campus with many planned activities between all of the schools throughout the day and week.** Older students can act as tutors, aides, and role models for younger students, giving both groups that one essential element so vital in pursuit of educational excellence: The knowledge that someone cares about them, that they are appreciated, that life has meaning outside of the self, that they have self-worth and creating that vital sense of mission: That we are all in this together.

The Eighth Step: Connecting the Classroom To The Real World:

Get Rid of the Books, Bring in the Newspapers

Native American children need to make the connections between the world of the classroom and the world in which they live. One way to accomplish this readily is to use the daily newspapers to teach students. *Newspapers in Education* is a national effort on the part of large and small daily papers to utilize newspapers in our schools. They offer workshops for teachers and assist in finding sponsors to pay for the papers. In some states, newspapers can be bought with money set aside for textbooks. That's a great way to improve education. *Newspapers in Education* offers an abundance of material for every school and every subject.

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It takes little imagination to see the interactive dynamics between students and newspapers. In the first place, almost everything in the paper relates to the real world. All children can relate to news events, political figures, sports, food and car ads, and the want ads. Even the comics often speak truths of daily life. In the second place, the newspaper has so much of interest in it that fires up student imaginations. Finally, the teacher can do amazing teaching with newspapers. Take the typical newspaper food ads.

Every child goes regularly to the supermarket. That is one true fact of daily life. Teachers can use those ads to teach mathematics (adding, subtracting, multiplication, and division), budgeting (you have $40 for one week's supply of food), nutrition and health (consider low-fat, low cholesterol, non-red meat alternatives, consider the food pyramid), planning (making the money last the week while eating well), and encouraging student creativity (let's mix some of this product with some of that product to make up some new product that is healthy for us), and real life skills (making sure that you are not overcharged, taking advantage of sales and coupons, buying in quantities, learning to read food content labels, and getting correct change).

The Ninth Step: Improving Reading Skills

Native American students learn reading by reading. Schools must teach each child a love for books. Many states have book depositories which give organizations books for free.

Every child needs to experience his/her very own books. Open that new book up. Smell that wonderful smell. Books are the way to that brave new world for all of our children.

The decades long argument between reading teachers about whether the phonics approach is best or the whole language approach is best is over. Native American children need both approaches and anything else that is effective. Whole language and phonics need to be seen as two approaches to reading, both needed to assist the student in reading.

Reading Time

If students are going **to read**, the educational leadership is going to have **to lead**. Every school serving Native American students needs to **set aside a school reading time** of a minimum of thirty minutes per day. During this time, every single person in the school, including the principal, the teachers, the students, the aides, the maintenance staff, the clerical staff, the cafeteria workers, the volunteers, and any parent present reads with or to the students. Based on Bandura's Social Learning Theory, the idea is centered on modeling important behaviors that schools want the children to imitate. Through observing adults and other students reading, and reading or trying to read themselves at their own level, the students are truly internalizing important qualities and skills related to reading. Most of all, watching the importance that all the school's adults give to reading, encourages the students to want to read also.

Reading is a Multisensory Experience

For all the reading textbooks ever written, for all the research on reading ever carried out, for all the different philosophies of teaching reading, no one can actually say why it is that students learn to read. The closest anyone can say about the reading learning process is that in each student something suddenly **"clicks on"** and the student learns to read.

Reading is a multisensory experience. If all of the student's senses are involved in learning, the student is more actively learning than he otherwise is. A student who hears the words, sees the words, says the words, feels the words, and can use the words in his daily life, will probably learn to read faster than other students. Phonics will work well with some students and not others. Whole language will work well with some other students. Practical reading skills are going to come from a variety of methods. **Students must learn the basic sight words: Some study skills are required.**

Students follow along as the teacher reads. They hear the words, they see the words, and they move their finger under the words as the teacher reads. The teacher teaches the students how to study. The teacher points out the new words every day. The students practice the new words in the classroom all day. They use the words. They experience the words. The words are modeled. The students internalize the new words and the next day they can read the new words. Students learn to read by reading and using words. They are rewarded for their efforts. They are recognized and honored. The new words are

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on the board. The new words are on their desk. The new words are everywhere.

Every Student a Star

One quick way to teach students to read is to create an environment in which they really want to read. Teachers can build a small podium for their classroom. In front of the podium, the word **star** is placed on a star. It can be colored gold with Hollywood glitter.

Every child reads from the podium. When that student is reading, they are the absolute center of attention. Everything is focused on them. The students act the part of the star.

They get very drammatical. They sometimes act a little silly. **They really do begin to read up there**. Maybe it is all the attention they are receiving. Maybe it is the extra motivation they get from that star. Whatever the reason, students do learn to read. This technique causes reading to **"click on"** for them.

One day, a severely emotionally disturbed student asked to read. The class let out a collective groan. This was not a good reader. It would be a tough time. The teacher called the student to read. He was reading **Where the Red Fern Grows**. He read with passion, perfectly, never missing a word or context clue, reading without error and with perfect pose, making the story come alive. His classmates watched him in awe and disbelief.

He read the entire period without stopping. When the bell rang, the entire class was on its feet, wildly applauding this student. He bowed and smiled. Shortly afterward, he exited special education forever. It was a day to remember. Years later, the teacher could still see every face in that room, hear every word that student said, see every cloud that passed by the windows. It was a moment when time stood still. A moment when reading just **"clicked on"** for a student.

Reading 1:1

Nothing in education can compare with finding a junior high or high school student considered a child with problems, matching them in a 1:1 situation with a younger student and watching both parties thrive in a new relationship while the older student works with the younger student on reading. Reading may be the end result but a lot more than reading is happening here. It is making a student having a bad educational experience feel better about himself while assisting a younger student. It is about caring for another human being. It is about feeling important as the younger student greets him with excitement and hero worship. It is about establishing a sense of self-worth and understanding the value of an education. Sometimes it is about keeping the older student in school and out of trouble. Sometimes it is about just keeping the older student alive. It works.

Reading Words Within Words

All children look with fear at the big words. This fear is easy to overcome. A good technique to improve the reading skills of Native American students is to teach students to look for small words within the bigger words. This will take the student's fear away from the big words that they see. Teachers write the words on the board which the class is studying and then the teacher asks the class to identify the words within the words. Some have few or none, but many have a lot. For example, take the word **justice**. Write the word on the board. Underline **just, us, tic,** and **ice**. Four little words make up that one magnificent word that we are all fighting to have for our students. This technique also helps students remember the new word by associating it with a word they already know and assists them in spelling.

The Tenth Step: Improving Special Education Services

Special education provides essential services for children with true disabilities: the mentally retarded, traumatically brained injured, physically impaired, blind, deaf, and others. However, the vast number of students are in special education for perceived learning disabilities. Partly this rapid growth in learning disabilities came about in 1973 when the definition for mentally retarded was changed to exclude anyone with an IQ between 71-85, a range formerly considered retarded. The biggest jump in students determined to be learning disabled came about when the definition was changed to allow this label to be placed on children who had a two year discrepancy between expected ability and present achievement. Think about that. These children are not taught the way they learn. They do not have learning disabilities. **They have teaching disabilities**.

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Students are being labeled learning disabled in many districts because of a language problem (illegal but it happens), because the student was not at the proper maturational age when he/she entered the public schools, because the student is lazy, and a multitude of other reasons. The problem is that in much of Indian Country the entire school system is two years behind expectations. It is not because these children have learning disabilities, it is because school boards have **hiring disabilities**: **They hire managers and they need leaders**. They want things to stay the same. They are satisfied with the way things are. Things do not have to be this way. We can change this system and we will. We will not be stopped.

Mainstreaming

Every child has the right to a free and appropriate education. Not **just** students with disabilities but **all** students. The idea that every child should be mainstreamed into regular education classrooms may be an essential barrier to **all** children learning. An individual education plan (IEP) should be unique for each child. It should meet each child's individual needs. Some students with disabilities **can** make it in regular classrooms and they should be there. Some children with disabilities **cannot** make it in the regular classrooms and their **presence there** deprives regular education students to **their right** to a free and appropriate education. These children are better served where specially trained staff can meet their needs.

The nationwide drive to mainstream all students is severely damaging the educational fabric of the nation. Regular education teachers cannot spend all of their time with one or two students. That's not fair and it creates an inequitable system that threatens our nation's future. Regular education teachers with limited training in special education cannot provide the same level of services that a fully credentialed special education teacher can provide. **All children are important**. One child is not more important than the other twenty children in the room. Each child in the classroom should receive an equal and fair amount of the teacher's time.

MDT's or IEP's: Who's Minding The Store?

Individual Education Plan (IEP) meetings are required by special education laws. These meetings require the presence of a school administrator, a special education teacher, a regular education teacher, a diagnostician, a speech therapist, possibly an occupational and physical therapist, maybe a psychologist, the parents, the advocate, and others. Most schools schedule these multidisciplinary team meetings during the regular school day. Each special education child has at least one meeting per school year, many meet much more often. This means that other children are not receiving their required services, that substitutes are in the classrooms, that therapy is being missed, and that the building administrator is not really available for other purposes. **Who is minding the store**?

IEP and MDT meetings should be scheduled **before** school and **after** school and at such times as they will not interfere with the normal educational process of all the other children in the school. If schools have to pay people more to come earlier or stay later, schools should do so. Whole days and weeks go by when special education teachers and therapists are out of their classrooms or therapy rooms. Some other students IEP is being violated. This is not fair. We need to change this state of affairs and we will. We will not be stopped.

The Eleventh Step: Using Technology Wisely

Technology is expensive and millions and million of dollars are being spent to bring our schools into the 21st Century. The monumental rush to introduce technology to the schools is a disaster without adequate teacher training and preparation. Our computers sit there unused or barely used because teachers do not understand and have not been trained to understand the value of the technology they have. If teachers do not use or understand technology, it will be difficult for their students to do so.

There is a sound research basis to use computer assisted instruction to enhance student learning. There is immediate feedback and praise with computers. Yet if students get barely twenty minutes a week on the computer, they are hardly a bridge to the next century. Computer technology, to be effective, must be used in a regular and consistent program where students have genuine access every day. The use of notebook computers which students can take home may enhance the use of computers in the schools.

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The most common use of computers at some schools is reward for student work. These computers are used to play games without any educational benefits. School districts need to remove the games from the computers. No technology should be allowed in any building or classroom until adequate skills and training have been developed by teachers.

The Twelfth Step: End Corporal Punishment and Report Child Abuse

School Boards in most states can still authorize corporal punishment for their students. The use of corporal punishment with Native American students is self-defeating and improper. A parent may exercise their judgment in using corporal punishment outside of the schools. That is the parent's prerogative. **No adult should ever exert corporal punishment on a child that is not his/her own**. First, corporal punishment often violates cultural norms. Native Americans treat their children as little young adults from an early age. Second, some students come from homes where alcohol is a factor and face lives of violence there. Thirdly, the development of conscious does not require the rod, there are more enlightened ways to punish children other than brute force. When the school program is exciting and the classroom instruction stimulating, withdrawal from the classroom may be the worst type of punishment. Fourth, in our litigious society, corporal punishment can result in criminal action and civil suits against the schools. Finally, under the concept of **unconditional love** discussed earlier, our children should never ever be harmed in any way. Corporal punishment breeds contempt and hatred for the punisher, results in a continuing chain of violence as each person on the chain strikes someone else, shows children that the schools do not respect their bodies, and creates an atmosphere of fear. **Burn the paddles** and find a better way to discipline our children.

It is always better to keep a child in school than to suspend him/her. If students start the school day with a good physical workout, many discipline problems would disappear.

Some alternatives to suspension are: a time-out corner in the classroom, a time-out room in the office, a talk with the principal, a call to the parent, a time-out during recess, writing lines, writing an apology, talking to the school counselor, a home visit by the principal, a switch to another classroom, early to bed at home (worked out with parents), and lack of participation is school events. **Discipline is not only punishment but constant praise and rewards and recognition for good work and effort**. Suspensions often result in students creating problems for their community. Our children need to be in school. **The principal needs to always support the teacher in discipline**. There needs to be agreement ahead of time as to the type of discipline to be exercised.

Child Abuse

Principals and teachers have the duty to report all types of abuse directed against children, whether it is physical, sexual, or mental or emotional. All teachers should be trained in reporting abuse and dealing with suspected cases of abuse and neglect. Students should be involved in child abuse prevention training so that they know when they are being touched in a bad way. Children should taught that there are "no more secrets" when it comes to abuse and that when they report it to an adult, it will be treated seriously and action taken.

Beginning in late March, our schools sometimes become a place where children are hurt. Teachers tempers wear out, Spring fever hits, children may get a little more out of hand and do not respond to the usual classroom discipline. Schools need to offer teachers training in self-control, principals need to relieve overworked teachers occasionally when they need to calm down, and the school climate needs to be perfectly clear: **At this school, children are never hurt by teachers**. There are no exceptions to reporting abuse. If a child is slapped in the face, it gets reported. What schools can and should do is to try to alleviate conditions in which hitting students can happen, offering any type of support that teachers need to make it through each day without resorting to hitting students. The vast majority of our teachers would never hit a child, but it does happen and it must stop.

The Thirteenth Step: End Segregated Staff Housing

Many school systems providing education to Native American students also provide staff housing. This housing is located on the school grounds and tends to segregate school staff from

the community at large and isolate the faculty and staff from the community. This practice of housing segregation must end. Schools can swap houses with the several housing projects in the area. To have true accountability and understanding, school staff needs to be spread throughout the community and not isolated together from the community. It is like this throughout the rest of the nation. Staff members who live in the local community have a much higher degree of accountability.

The Fourteenth Step: Creative Philanthropy: Meeting Our Financial Needs

Every school district serving Native American students needs to establish a private nonprofit educational foundation so that private moneys can be raised by public bodies to meet the devastating cuts that are being made and that will continue to be made in Indian Education. Each district needs a director of development who will excite the community's participation, can write and solicit grants from corporations, foundations, churches, and individuals, can conduct special event fund raising efforts, and can invest the funds wisely so that our schools can survive. Creative philanthropy can also solicit international proposals from the Arabs and other rich nations, use charitable remainder trusts and other endowment funds, and create regular alumni and foster alumni organizations. If a school delivers an education in a way in which all of that schools students learn at or surpass national standards, the money will come. Build a good education for the children, and it will come.

All Native American schools should have at the very minimum:

- **The Foundation Directory**, Foundation Center, New York NY
- **Taft Foundation Directory**, **Taft Corporate Directory**, Taft Corporation, Rockville MD
- **Federal Register**, the daily newspaper of the federal government
- **Catalogue of Federal Domestic Assistance**
- **United States Government Handbook**, United States Government Printing Office, Washington, DC

The Fifteenth Step: Accountability in Time and Finances

Our school accounting practices need to adhere to accepted accounting practices and safeguards. Cash is always counted by two persons who verify the amount by signatures.

Mail is always opened by two persons. All checks have double signature requirements.

Every penny of every dollar spent is spent where it is supposed to be spent. Every single penny of student funds is given a receipt and deposited that day into a local bank. All deposit slips have two signatures. Annual audits are carried out by Certified Public Accountants without any personal relationships with the organization. Practices suggested by the annual financial report are put in place.

The largest amount of school budgets go to personnel. Personnel need to be accountable for every minute of their time. The accountability of personnel to work the agreed upon day, to be physically present and supervise their students every minute, to strive for excellence, provide instruction, keep student on learning tasks, to take care of themselves physically so that they have the drive and passion to carry out their duties with passion and enthusiasm, and to deliver an adequate education to every child, is the true bottom line of our educational system. If this accountability does not exist or is discouraged, the system will fail. If this accountability does exist, is held to by dynamic school leadership that adequately trains teachers, the system will succeed. With personnel being the largest parts of our budget, the teaching and implementation of time management training and skills is essential for all staff members.

Some men see things as they are and they say, why? I see things that never were and I say, why not?

Come my friends, 'tis not too late to seek a newer world.

Alfred Lord Tennyson

I have seen the moment of my greatness flicker...

T.S. Eliot